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Study of frequency of change from 2-year to 4-year school in relation to geographic location, age of institution, size of institution, and type of institutional control. Findings indicate local colleges are most stable.

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fundamental education and extension of college courses and bring educational programs into the homes of the people.

Summary

What has been accomplished in 4 years? The college or university administrator whose institution makes use of educational television might well think that television has brought great credit to his institution, has extended its campus to greater numbers, has brought about an adaptation of some courses, and produced increasing registrations. It is not known whether television teaching is superior to classroom teaching, or how serious the sacrifice of teacher-contacts may be. The lecture has proved effective on television. The laboratory demonstrations by television are excellent. Perhaps the seminar has saved us. At any rate, the examinations have saved the students. They rate invariably as well in their marks as those who have taken the same courses in the classroom.

Do Junior Colleges Become Four-year Colleges?

By WALTER CROSBY EELLS AND S. V. MARTORANA*

THROUGHOUT the Nation high interest is currently being shown in the junior college or community college as an integral part of the American educational system. This type of institution is attracting attention because of the concept of educational service for helping to meet the impending "tidal wave of college students."

A recent statement of the President's Committee on Education Beyond the High School says:

> The growth of the community and junior colleges is a significant development of our educational system in this century and is probably the next logical step in filling in and rounding out our educational system. . . .[1]

From time to time, however, educational leaders and others have said that the junior college is a very unstable institution, that it is transitional in character, and that it is eager to transform itself into a 4-year college granting the baccalaureate degree.

These statements imply that the junior college has no permanent place or unique function in the American educational system, that it is only a temporary expedient and a transitional institution. What are the facts? Do they support such generalizations? Is the junior college a fad or a fixture?

This article reports an analysis of certain objective information which casts light on these questions. It is concerned chiefly with the question of frequency of change and its relation to geographic location, size of the institution, and type of institutional control. A later issue of *Higher Education* will carry an article on changes in curricular offerings after the "metamorphosis" has occurred.

The data on which this article is based are taken primarily from the publication, *Educational Directory, Part 3, Higher Education*, compiled annually by the Office of Education. Directories dating back to and including the 1945–46 issue have been used in the analysis.[2]

Chronological Distribution

Since 1945–46 the *Directory* has listed 699 different institutions of the 2-year type. Of these, 91 or an average of only 8 a year, or less than 2 percent, have become 4-year colleges granting the baccalaureate degree—striking evidence that the change from 2-year to 4-year status is rarely made. The number of institutions thus changing their status each year as reported in the *Directory* is shown in table 1. This tabulation shows that the number of institutions changing from 2-year to 4-year status has ranged from less than one-half of 1 percent to almost 4 percent in the different years.

Of the 91 institutions, 85 are still listed in the

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[1] The President's Committee on Education Beyond the High School, *First Interim Report to the President*, p. 11, Nov. 20, 1956.

[2] Prior to 1949–50 the *Directory* listed junior colleges separately in each State. Since that date it has classified all institutions of higher education in five classes, Class I being those that offer "2 but less than 4 years of work beyond the 12th grade." All Class I institutions since 1950 have been included with community-junior colleges in this study, although a few of them might not have been included in the earlier method of reporting.

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Table 1.—Number and percentage of colleges changing from 2-year to 4-year status, 1945–56 [1]

Year	Total number of 2-year colleges	Number changing to 4-year status	Percent making change
1945–46	438	3	0.7
1946–47	436	6	1.4
1947–48	429	5	1.2
1948–49	451	8	1.8
1949–50	500	18	3.6
1950–51	541	2	0.4
1951–52	527	9	1.7
1952–53	529	13	2.5
1953–54	517	6	1.2
1954–55	518	8	1.5
1955–56	510	13	2.5
Average for 11 years	490.5	8.3	1.7

[1] The catalogs of these institutions and other historical statements furnished by the institutions sometimes give earlier dates for change. The *Directory* reports the first time the change was called to its attention. These dates are sufficiently close to show the general distribution. The catalogs of 13 institutions show that they changed to 4-year colleges before 1945, although the change is not shown in the Office of Education *Directory* until after that date.

1955–56 *Directory*. Three had been closed, and three were dropped because they did not meet the criteria adopted for *Directory* listing. Four institutions subsequently adopted the term "university."

Types of Institutions

More significant, however, than either the total number of changes or the number by year is an analysis of these changes by types of institution. For this purpose, the public institutions have been classified into two groups, State and local; and the private institutions into three groups, nondenominational, Protestant, and Roman Catholic. A State 2-year college is one which is controlled by a board representing the entire State or an important section of the State. A local junior college is controlled by a board which represents a district, usually consisting of a single municipality or sometimes of a county or other relatively small local area. Local districts usually contribute a significant part of the institution's costs of maintenance and operation.

The total number of institutions existing, as shown in the *Directory*, and the total number of changes, in the 11-year period for each of the 5 groups of colleges is shown in table 2.

Table 2 shows that of the total number of almost 700 junior colleges in existence during the 11-year period under study, 13 percent have changed from 2-year to 4-year institutions. Since junior colleges vary so much, not only in function and control but also in enrollment, this single percentage is not fully meaningful. It attains much greater clarity and significance if its constituent parts are considered.

Although the publicly controlled institutions constitute only slightly more than half of the total number, they enroll almost 90 percent of the junior college students of the country. In this very important group, only 5 percent have changed to 4-year colleges, while of the almost equal number of privately controlled institutions, but with much smaller enrollments, 21 percent have changed.

But even the publicly controlled junior colleges are by no means a homogeneous group. It is the local junior college, frequently referred to as the community college, that is the largest and fastest growing of the public junior colleges. In the judgment of many educators who have given thought to the matter, the community junior college, closely responsive to local needs and conditions, controlled by locally elected boards of education and frequently supported at least in part by local funds, is con-

Table 2.—Number and percentage of junior colleges, by type, changing from 2-year to 4-year status, 1945–56

Type of junior college	Total number	Number changing status	Percent changing status
All types	699	*91	13.0
Public:			
State	58	15	25.9
Local	294	3	1.0
Total	352	18	5.1
Private:			
Nondenominational	140	17	12.1
Protestant	140	31	22.1
Roman Catholic	67	25	37.3
Total	347	73	21.0

*Includes 21 institutions not found in the annual directories of the American Association of Junior Colleges. They are included in this study because they are listed by the Office of Education directories as offering 2 years but less than 4 years of college work, even if not commonly included among typical junior colleges. They comprise 5 of the State group, 5 of the Protestant group, and 11 of the Catholic group. They include teachers colleges and normal schools, Bible institutes and seminaries, technical institutes, and institutions founded as 4-year colleges but listed temporarily as doing only junior college work until they had their first baccalaureate graduates. Thus the total number of junior colleges changing to senior college status in the 11 years under review would be only 70 if the more commonly accepted understanding of the term were used.

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sidered as the typical and most significant institution at this level—the junior college of the future.

Furthermore, the local institution is the type most commonly under consideration in recent State surveys and studies looking toward the formation of additional post-high-school educational centers. Florida, New Mexico, Maryland, and Michigan are currently making such studies.

The number of these local institutions operating in the 11-year period is more than 5 times that of the State type. Almost 6 times as many have been organized in that period. The *most significant figure* in table 2 for most purposes is the 1.0 percent change shown for the 294 locally controlled institutions. The local junior or community college is thus shown to be a *highly stable* institutional type. By contrast more than a quarter of the State junior colleges have become 4-year institutions.

Among the privately controlled junior colleges the Roman Catholic institutions have shown the highest rate of change, more than one-third of them having become baccalaureate-degree colleges. This is more than three times the frequency for the nondenominational group of private institutions. It should be noted, however, that several of these were founded as 4-year institutions, and were not classified as junior colleges until they had their first graduating classes. The junior colleges under Protestant control or affiliation occupy an intermediate position between the other two groups of private institutions. Their denominational affiliation is as follows: Baptist 9, Methodist 5, Presbyterian 5, Mennonite 2, Seventh-Day Adventist 2, and 8 other denominations, 1 each.

The total number of junior colleges in the 11-year period and number changing to 2-year status is shown in figure 1.

It might be expected that the number of changes among colleges of each type would bear to the total number of changes (91) the same percentage relationship that the number of colleges of each type bears to the total number of colleges (699). A comparison of the two circles, however, shows that the changes among the private colleges as a group are very much greater than this normal expectancy—half the total number of colleges account for four-fifths of the changes. Among the private colleges, the nondenominational institutions are very near the level of normal expectancy (19 percent compared to 20 percent), while the Protestant colleges are almost twice the figure that might be expected (34 percent compared to 20 percent), and the Roman Catholic institutions are almost 3 times the normal expectancy (27 percent compared to 10 percent). The State-controlled public institutions are at a level more than twice that which might normally be expected (17 percent compared with 8 percent). Standing out very significantly and in striking contrast are the local public community-junior colleges at a level only one-fourth of that which might be expected (13 percent compared with 42 percent).

Geographical Distribution

The geographical distribution of the 91 institutions is shown on the map of figure II, by the 5 major types of control already discussed. They are well distributed throughout the Nation, with the larger number in the Eastern and Southern States. They are found in 32 of the 48 States and in Puerto Rico. Texas and New York have the largest number, 10 each. The changes in public junior colleges, however, are limited to 12 States and all 3 of the locally controlled institutions are found in Texas. They are (1) Hardin College, Wichita Falls, which changed to a 4-years college in 1949 and became Midwestern University in 1950; (2) Pan-American College, Edinburg (formerly Edinburg Junior College) which changed to a 4-year college in 1952; and (3) Lamar State College of Technology, Beaumont, which changed to a 4-year college in 1952.

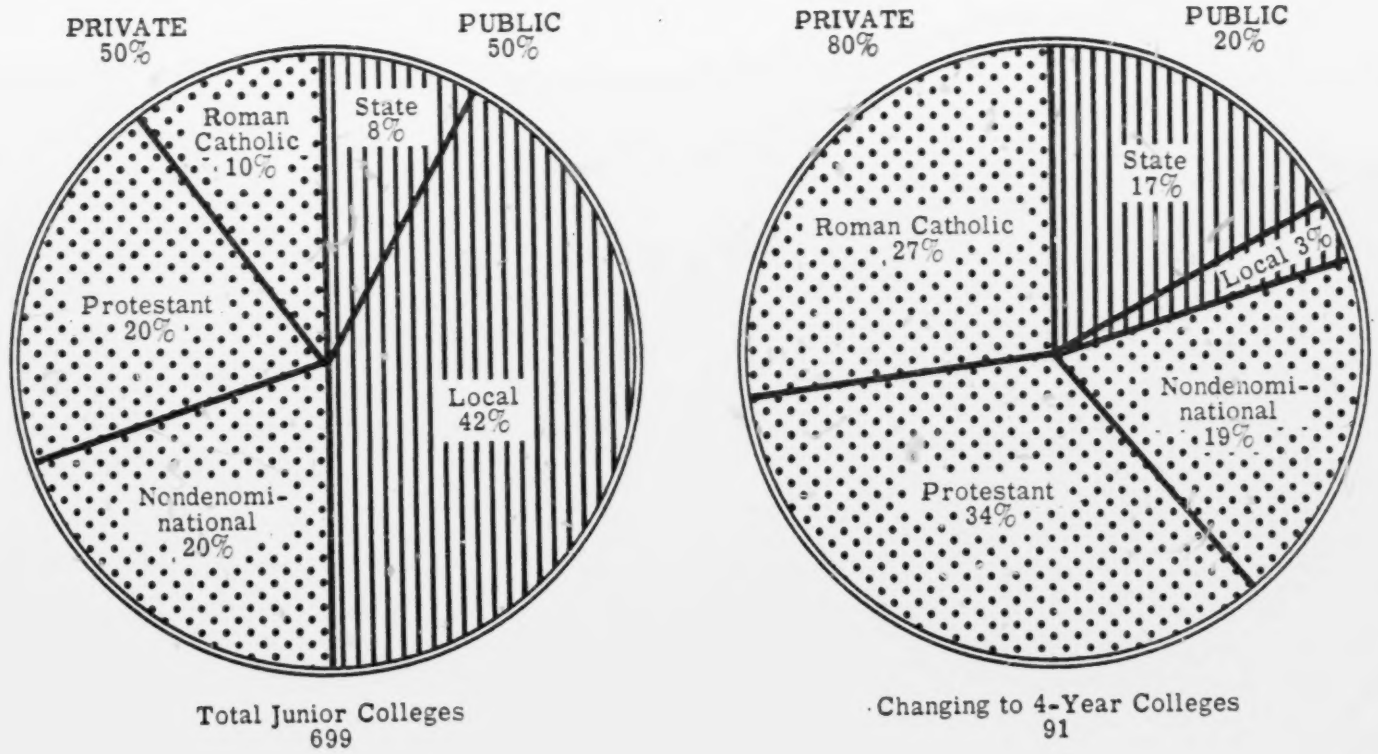
In California, which is second in population of the States and which has always had the largest number of publicly controlled junior colleges (58 according to the 1955–56 *Directory*), no 2-year college has changed to a 4-year college. This is true not only in the 11 years under study, but also in the almost 50 years since the first public junior college was established in that State.

Accreditation

The extent to which colleges that changed status had acquired accreditation prior to the change is indicated by the following summary:

Accredited by a regional association		42
New England Association	3	
North Central Association	6	
Northwest Association	6	
Middle States Association	6	
Southern Association	19	
Western Association	2	
Accredited by a national professional organization		3
Bible	2	
Technical institute	1	
No national or regional accreditation		46
Number changed		91

Figure 1.—Analysis of Junior Colleges, by Type of Control, 1945–56



Less than half of the institutions at the time of their change of status had been accredited by national or regional associations. It might be pointed out, however, that some had not sought such recognition, apparently being satisfied with State department or State university accreditation.

In view of this finding, one may wonder why so many of the 2-year colleges have become 4-year colleges. If they had not achieved recognition as regionally accredited 2-year institutions, then presumably their reasons for seeking to become 4-year institutions were unrelated to accreditation.

Enrollment

Enrollments in the 91 institutions ranged from 29 students to 2,125 students. Table 3 shows the number of institutions in terms of enrollment at or near the time of change to 4-year colleges.[3]

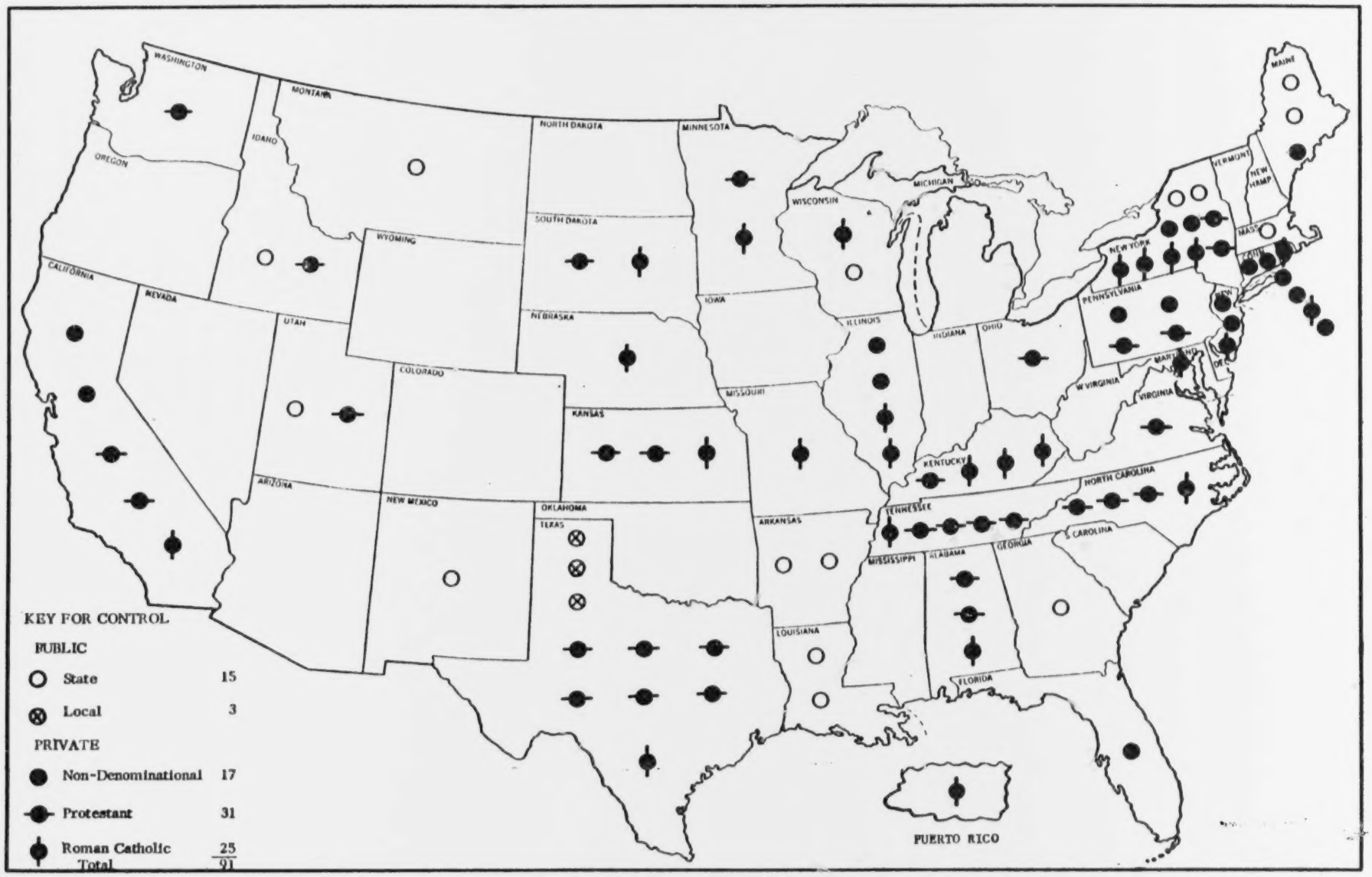
Unless there were exceptional conditions to justify the change, it would seem that few, if any, of the 39 junior colleges with enrollments of fewer than 200 students were justified in becoming 4-year colleges; for the new status brought about necessarily greater differentiation and extension of course offerings and a resultant increase in expense. This observation is especially true for the 15 which had fewer than 100 students each. For the junior colleges of 400 or more students, however, there can hardly be any

Table 3.—Enrollments of colleges changing from 2-year to 4-year status, 1945–56

Enrollment	Number of junior colleges	Percent of total number
1–99	15	16.4
100–199	24	26.4
200–299	14	15.4
300–399	10	11.0
400–499	3	3.3
500–999	16	17.6
1,000–2,199	9	9.9
Total	91	100.0

[3] Data have been taken from the annual *Directory* for 1948–49 and later years. For the 14 institutions which changed status before that date, data have been secured for 8 from the *Directories* of the American Association of Junior Colleges and for 6 from unpublished institutional reports in the files of the Office of Education.

Figure II.—Geographical Distribution of Junior Colleges That Changed to Senior Colleges, 1945–1956



criticism of the change from the standpoint of enrollment. This group of 25 institutions, only 25 in number, constitutes less than one-third of those that have changed to 4-year status. Doubtless some of the 91 would have been more effective if they had remained as junior colleges. This is indicated in part by the fact that at least 3 of them, after a few years of experience as 4-year colleges, have found it desirable to revert to junior college status.

Age, as Junior College

A measure of the stability of the junior colleges that have become senior colleges, is the length of time that each of them existed as a junior college. For this purpose the dates of change as shown by the annual *Directory* are used, although in some institutions the change was made a year or two or more before it came to the attention of the Office of Education.[4] This possible error does not materially affect the general situation, however.

Table 4 shows that the average length of existence of the institution as a junior college before becoming a senior college was almost a quarter of a century, and was fairly uniform except for the Roman Catholic group. If the 25 Catholic institutions were excluded, the average would be almost 26 years. Less than one-sixth of the total group had a junior college existence of less than 10 years, and more than half of these were Roman Catholic institutions.

Table 4.—Duration of operation as 2-year colleges of junior colleges which changed from 2-year to 4-year status, 1945–1956

Type of college	Number of institutions	Average years as junior college	Number less than 10 years as junior college
Public:			
State	15	30	2
Local	3	27	0
Private:			
Nondenominational	17	25	2
Protestant	31	24	3
Roman Catholic	25	17	8
All types	91	123	15

[4] The *Directory* makes it a policy to continue a 2-year classification for an institution until it has conferred baccalaureate degrees, not when it has announced the change and added junior or senior instruction.

Changes From 4-Year to 2-Year College Status

Some 2-year institutions that became 4-year colleges have given up their effort to do 4 full years of college work and have become junior colleges again. With small enrollments in the more specialized and expensive work of the junior and senior years they found that it would be better to husband their limited resources and concentrate on doing better work at the junior college level. There was a marked trend in this direction in the earlier years of the 20th century, particularly in Texas and Missouri, but the shift has been limited in the 11 years studied.

Only 7 senior colleges have been found which, according to the *Directories*, have changed to junior colleges; 1 each in 1946–47, 1948–49, and 1954–55, and 4 in 1955–56. Two are located in Texas and one each in Arkansas, Idaho, Illinois, New Mexico, and New York. Three of these—the New Mexico Military Institute, Ricks College, Idaho, and Butler College, Texas—are included in the larger group of 91 reported above. One is a State institution, the others are all privately controlled: 4 Protestant, 1 Roman Catholic, and 1 nondenominational.

Conclusion

Do junior colleges become 4-year colleges? The best available factual evidence supports the general answer: No. Such change is unusual even among the privately controlled institutions, the group in which the transition has taken place most frequently. Among the typical community-junior colleges, the locally controlled institutions, the change of status has occurred in only 3 instances out of almost 300 institutions. The tendency to change from a 2-year to a 4-year college is found most frequently among 2-year colleges that are State controlled and by the ones under church-related auspices, especially the Roman Catholic institutions.

As a guide to State and local school systems that are planning to extend their facilities for higher education, therefore, the results of this study suggest that there is little factual basis for the frequently expressed fear that establishing 2-year community-junior colleges will lead ultimately to a rash of 4-year colleges, granting the baccalaureate degree. The best safeguard against this happening appears to be to establish true community colleges, institutions committed to concentrating on extending post-high-school educational opportunities in a rather clearly defined locality whose population resides largely within daily commuting distance of the college.

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Scholarships and Fellowships, A Selected Bibliography, by Richard C. Mattingly. Washington, D. C., U. S. Government Printing Office, 1957. Paper, 28 p. 15 cents.

An annotated list of 120 books and articles.

Summary Statistics on Engineering Enrollments and Degrees, 1956, by Sidney J. Armore, Henry H. Armsby, *and* Leah W. Ramsey. Washington, D. C., 1956. Proc., 4 p. (Circular No. 491.)

A summary of more detailed data in Circular No. 494, shortly to be published.

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Carnegie Corporation of New York Annual Report, 1956. New York, N. Y., The Corporation, 1957. 99 p. Free from the Corporation.

Education as a Profession, by Myron Lieberman. Englewood Cliffs, N. J., Prentice-Hall, Inc., 1956. 540 p. $6.

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Integration North and South: Progress Memorandum, by David Loth *and* Harold Fleming. 60 East 42d St., New York 17, N. Y., The Fund For The Republic, Inc., 1956. Paper, 110 p. 40 cents.

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